2014-2016 Technology Lending Program Grant

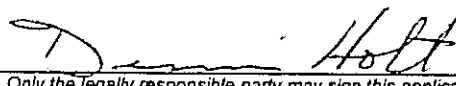| Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Graford ISD	182-902	182-902-001	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
756001691	11	11	043199942

Mailing address	City	State	ZIP Code
400 West Division Ave	Graford	TX	76449

Primary Contact

First name	M.I.	Last name	Title
Jacqueline	K	Fitzhugh	Technology Director

Telephone #	Email address	FAX #
940-664-5821 ext. 240	jfitzhugh@grafordisd.net	940-664-2026

Secondary Contact

First name	M.I.	Last name	Title
Lori		Henderson	Secondary Principal

Telephone #	Email address	FAX #
940-664-5821 ext 222	lhenderson@grafordisd.net	940-664-2026

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dennis		Holt	Superintendent

Telephone #	Email address	FAX #
940-664-3101	dholt@grafordisd.net	940-664-2123

Signature (blue ink preferred)   Date signed

_____   5/8/2014

Only the legally responsible party may sign this application.

701-14-107-171

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 182-902	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 182-902	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 182-902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 182-902	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (0%):		$	$	$	$
8.	Total costs:		$	$	$	$

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		Schedule #4—Request for Amendment (cont.)	

County-district number or vendor ID: 182-902			Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.	NA		
2.	NA		
3.	NA		
4.	NA		
5.	NA		
6.	NA		
7.	NA		

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 182-902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Graford I.S.D. is a small, rural Pre-K – 12 grade district of 328 students with 66.5% of them being considered economically disadvantaged. As a district, we face the same financial and budgetary concerns that most districts these days encounter; however, because we feel technology plays a very serious role in educating students, we began a digital initiative in 2012–13. For our students to develop the 21st century skills needed to be successful throughout high school and in whichever post-secondary path they choose, we needed to make sure that each student had equal opportunity by providing a 1:1 device ratio. Beginning with our 9th – 12th grade students, we purchased and issued Kindle Fires. This enabled the students to research, work, and remediate both at school and at home, if internet capabilities were available.

We have since completed stage 2 of our initiative in that our 7th and 8th grade students received Kindle Fires for this current school year. Our goals through the initiative were to allow for a more personalized and individualized instruction. Students who struggle with note-taking have been able to type their notes into their devices. Students are able to access programs and software that evaluate their strengths and weaknesses so as to fill in the gaps of knowledge they may have. This allows them to remediate those areas and establish a firmer foundation upon which to build. Our 3rd and final stage of our initiative is to place Kindle Fire in the upper elementary grades.

Graford I.S.D. is committed to providing technology to its students and will continue to provide local and federal funding to support software, hardware, infrastructure, administrative, and personnel needs to ensure success of this digital initiative. Graford I.S.D. has a staff, administration, superintendent, and school board who are all equally dedicated to and supportive of the increasingly changing demands of technology. Our technology plan includes as Goal 1: "The district will develop a comprehensive instructional program that supports technology strategies to address the divers and dynamic learning needs of all students while communicating the educational endeavors to the stakeholders of the district." Objective 1.2: "Ensure anytime/anywhere access to technology-based learning for all students by providing appropriate devices, services, and support..." Objective 1.4: "Provide enhanced instruction to increase academic rigor." Upon evaluation and reflection over the past two years, we have come to realize that as we have added dual credit classes, distance learning (specifically Spanish), and other programs that called for software and capabilities that were limited with the Kindle Fire, our goal to provide for the education of our students needs to be adjusted. The 9th – 12th grade students who take these classes will be better served by laptops. Receiving this grant will allow us to make that transition for these students. Once the laptops are acquired, the Kindle Fires will remain in place to the serve needs of our 3rd – 8th grades students.

We also did an analysis of our needs based on academic assessments. Based on last year's STAAR/EOC results our district needs drastic improvement in the areas of Social Studies and Math, while improving or maintaining in the other subject areas. Data shows that in Math our students were 9% behind the State average, with 25% of our students passing and in Social Studies our students were behind the State average by 13%. While our teachers work very hard to meet the needs of our students, we feel continuing to implement the personalized programs that are accessible through technology will help us improve these academic scores to at least the State average and ultimately beyond. One other area of need is that of Spanish instruction. Because of our size and location, we cannot provide a teacher for face-to-face classes. We are relying on distance learning to provide this service to our students. Because the distance learning teachers are so technologically savvy, they require students to use a variety of programs, which really benefit the students, but are not necessarily supported by their Kindle Fires. Laptops will be better devices to manage the expectations of this classroom and others.

If awarded this Technology Lending Grant, we will purchase the laptops for grades 9 – 12, but also provide more intensive staff development in the areas of Math, Social Studies, implementation of technology in the classroom (including best practices and classroom management), and 21st Century skills needed for today's students. We will purchase and provide "hot spots" for the students who do not have internet access at home. Both laptops and "hot spots" will be inventoried and checked out through our automated library system that currently serves our district library. The librarian, technology director, and high school principal will monitor and maintain inventory control by accessing this

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 182-902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

automated program and its reports.

    Grant objectives will be evaluated through the following criteria: increased scores and passing rates on STAAR/EOC tests, specifically in Social Studies and Math, success in Spanish distance learning classes, projects, and assignments, and through teacher feedback of various staff development opportunities. Continued monitoring and assessing will allow for program success. Graford I.S.D. will benefit greatly from these funds, if awarded, because they will enable us to continue the digital initiative we have already begun and allow us to solidly provide for the goals of our mission statement: "Graford ISD in partnership with its stakeholders will foster the development of well-rounded students with critical, analytical minds that will prepare each student to be a creative problem-solver, a contributing citizen and a community leader of tomorrow."

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 182-902				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	0	
Schedule #9	Supplies and Materials (6300)	6300	$49,800	$0	$49,800	
Schedule #10	Other Operating Costs (6400)	6400	$2,250	$0	$2,250	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	
Total direct costs:			$52,050	$0	$52,050	
0% indirect costs (see note):			N/A	$0	$0	
Grand total of budgeted costs (add all entries in each column):			**$52,050**	**$0**	**$52,050**	

Administrative Cost Calculation	
Enter the total grant amount requested:	$
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 182-902	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		☐	$
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service:	☐ Yes, this is a subgrant
	Describe topic/purpose/service:	

	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
1	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

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	Schedule #8—Professional and Contracted Services (6200)		
	County-District Number or Vendor ID: 182-902	Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
2	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
3	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
4	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
5	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 182-902	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
6	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
7	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
8	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$
	(Sum of lines a, b, c, and d) Grand total		$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 182-902				Amendment number (for amendments only):		
Expense Item Description						

	Expense Item Description							Grant Amount Budgeted	
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:								
	☐ Print shop fees			☐ Technology-related supplies				$	
	☐ Postage			☐ Other:					
	☐ Copy paper			☐ Other:					

	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6399	1	Laptops	Student laptops for at learning at home and school	90	$400	$49,800	
	2	Laptop Cases	Laptop protection	90	$20		
	3	Internet Hotspots	Provide Internet access at home	10	$50		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	
6399	Supplies and materials associated with advisory council or committee					$	
	Subtotal supplies and materials requiring specific approval:					$	
	Remaining 6300—Supplies and materials that do not require specific approval:					$	
	Grand total:					$49,800	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 182-902			Amendment number (for amendments only):	
	Expense Item Description			**Grant Amount Budgeted**
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☒ Insurance ☐ Other:			$2,250
6411	Out-of-state travel for employees (includes registration fees)			$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.			$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)			$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations			$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees			$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance			$
6490	Indemnification compensation for loss or damage			$
6490	Advisory council/committee travel or other expenses			$
6499	Membership dues in civic or community organizations (not allowable for university applicants)			$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)			$
	Specify purpose:			
	Subtotal other operating costs requiring specific approval:			$
	Remaining 6400—Other operating costs that do not require specific approval:			$
	Grand total:			$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 182-902	Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2			$	$	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	$	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 182-902	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	1	N/A	Attendance rate	96%
Hispanic	30	N/A	Annual dropout rate (Gr 9-12)	1.5%
White	281	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	1	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	210	66.5%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	8	2.5%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					28	24	18	27	25	25	23	28	23	25	246
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					28	24	18	27	25	25	23	28	23	25	246

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 182-902	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Graford ISD conducted an extensive needs assessment in the summer of 2013. Standard evaluation data such as STAAR testing results were utilized as well as a wide-spread inventory of technology equipment and software. To provide a more in depth assessment of our teaching staff and their practices as well as the availability of technology at home by our students, Graford ISD utilized BrightBytes. BrightBytes is a company that gathered ideas from the best experts in the world as well as data from the teachers and students at Graford ISD and created evidence-based frameworks that provided us some tools to understand and implement so that we could quickly improve student learning outcomes.

Our urgency to act quickly to improve student outcomes is due partially due to our size. Like other small schools that rely on student enrollment to maintain existence, Graford ISD teaching staff work diligently to maintain STAAR testing results so that we do not lose our students to neighboring districts. Despite these efforts, Graford ISD students fell below the State average by 9% in math with only 25% of our students passing. The staff at Graford ISD know that although they may not always think about it, our students will use math every day even after they graduate. Therefore, we have identified improving math scores as assessed by the STAAR test as the number one need in this assessment process.

Also due to our small size and partially due to our geographical location, we have not been able to retain on staff a certified teacher for Spanish. Since a second language is currently a requirement for students on the recommended graduation plan and will be a requirement for all students starting with 2014-2015 freshmen according to HB5, Graford ISD is utilizing a distance learning provider to fulfill this need. However, this provider requires from our students that they complete technology-based projects throughout the year. Graford ISD's existing one-to-one initiative provides our high school students with a Kindle which is not sufficient to complete required PowerPoint presentations mandated by this instructor. Our second need is to provide these students the technology they need to complete graduation requirements.

Our third priority is another academic area that needs improvement which is social studies. Our students fell below the state average of 26% with only 13% passing in all grade levels. Social studies is an interdisciplinary subject, incorporating geography, literacy, history, government and current affairs, among other disciplines. Our low performance in this area needs to addressed because social studies is a crucial part of education in that it teaches our students how to be well-informed, critically thinking citizens of their world.

From BrightBytes research, teachers' and students' access to technology both at home and at school deeply affects the learning environment. Specifically, a recent Pew report stated that 92% of teachers believe that access to technology and the Internet has had a major impact on instruction. Students who are able to access technology at home can engage in anytime, anywhere learning. With 66.5% of our students classified as economically disadvantaged based on PEIMS data, it was important for Graford ISD administration to find out how many of our students have Internet access at home. We were pleasantly surprised that 85% of our students have Internet access at home. However, for project-based activities and for the flipped classroom approach to instruction to be successful, all students must have Internet access at home. Our fourth need is to provide Internet access at home to the students who are not afforded this for their educational advancement.

Graford ISD staff know that technology is a key driver towards instruction that impacts student learning outcomes, both on standardized assessments and for 21st century learning skills. Graford ISD's students must have regular opportunities to utilize technology and must have access to the instant feedback enabled by digital assessment and customized assistive technology. After analyzing and assessing the typical learning experiences afforded to our students, Graford ISD administration clearly understands that for technology to be integrated on a regular basis in the instructional setting, our students must be provided their own device. Graford ISD started a 1:1 student to technology device ratio by purchasing 150 Kindles. These devices are presently utilized by students in grades 7 through 12. As stated previously, these devices have their limitations (i.e. inability to do PowerPoints). Adding computers (with PowerPoint and word processing capability-moving our existing Kindles to the lower grades) so that truly every student at Graford ISD has their own device was identified as our fifth need. However, due to budgetary constraints, we are unable to do this without grant funds.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 182-902	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase math scores as assessed by the STAAR test	If awarded this grant, our instructional approach in math would change. Our teachers could utilize technology for individual assignments and projects which encourages independent learning and creativity which research shows results in higher test scores. In addition, the online supplemental math materials (including virtual initiatives) which accompany the math adoption slated for implementation in fall of 2014 would be fully utilized.
2.	Provide our students who are taking Spanish via distance learning to meet their graduation requirements the tools needed to complete required coursework	Grant funds would allow Graford ISD to move the existing 150 Kindles to the elementary and junior high students and to purchase computers that have the functionality necessary for coursework completion especially with the online Spanish courses. Our students would have devices capable of developing PowerPoints and word processed documents which are project-based assignments required by the instructor of these courses.
3.	Increase social studies scores as assessed by the STAAR test	Studying social studies helps students figure out their role in society as well as their place in history. By studying the past, students learn how institutions, traditions and ideals change as society modernizes. If grant funds are awarded, our social studies teachers would integrate technology in an effort to help our students learn how cause and effect influence relationships between individuals, groups and nations thus a renewed interest in the subject which will result in higher test scores.
4.	Provide Internet access at home for students who are not afforded this resource in an effort to level the playing field for all of our students.	Understanding that the Internet allows students to gain insight to resources and information that will help them gain a better understanding of subject matter, grant funds will be used to provide Internet access in the homes of those students who do not have this available to them. This will equalize the playing field and will allow students the advantage of increased learning opportunities and will allow struggling students access to interactive resources.
5.	Provide access to a personal computing device for students to complete instructional/supplemental assignments and to enhance their instruction both at school and at home.	Graford ISD instructional staff members constantly research and implement instructional strategies that promote active participation and engagement in their classrooms. However, with limited technology resources, these strategies have been limited to class project applications when the technology resources were available. If awarded this grant, students would have the technology available to them so that teachers can daily implement the research-based strategies that can increase participation and engagement by our students

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Schedule #14—Management Plan

County-district number or vendor ID: 182-902	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Coordinator	The Grant Coordinator must have experience in analyzing grant objectives, setting timelines and expectations for completion of grant activities, and conducting an extensive evaluation to analyze if objectives have been met.
2.	Business Manager	The Business Manager must have extensive knowledge on budgets, on ordering and insuring of equipment on bidding and procurement laws. This person must be trustworthy, accountable, and honest to assure assets are accounted for.
3.	Testing Coordinator	The Testing Coordinator must be proficient in analyzing STAAR test results and in determining by benchmark testing the areas that still require improvement. This person must have excellent communication skills so that the instructional staff understands required changes.
4.	Technology Director	The Technology Director must be able to troubleshoot devices, image devices, update devices, maintain and secure the network. They must possess a working knowledge of the CIPA Filter device that will be utilized for content filtering even on the devices the students take home.
5.	Librarian	The Librarian must be experienced in checking in and checking out equipment using the Follett library automation system. This person must be trustworthy, accountable, and honest to assure assets are accounted for.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	Plan for the implementation of the grant.	1.	Develop Grant policies and procedures	6/9/2014	8/1/2014
		2.	Update Graford ISD Digital Initiative Handbook	6/9/2014	8/1/2014
		3.	Develop Grant Committee	7/21/2014	7/31/2014
		4.	Plan and hold parent/community meetings	8/18/2014	8/29/2014
		5.	Establish student eligibility	8/1/2014	8/31/2016
2.	Provide Professional Development	1.	Instruct all staff in Digital Citizenship	6/9/2014	11/31/2014
		2.	Provide Math professional development	6/9/2014	11/31/2014
		3.	Provide Social Studies professional development	6/9/2014	11/31/2014
		4.	Provide for Project Based Learning Technology	6/9/2014	11/31/2014
		5.	Training for procedures and troubleshooting	6/9/2014	11/31/2014
3.	Prepare and Checkout Equipment	1.	Develop specs, receive bids, and purchase	8/5/2014	10/3/2014
		2.	Barcode and inventory equipment	10/6/2014	10/10/2014
		3.	Image laptops	10/10/2014	10/15/2014
		4.	Hold orientation meetings for families	10/13/2014	10/17/2014
		5.	Collect agreements and checkout equipment	10/13/2014	10/17/2014
4.	Implement Grant Objectives and Monitor Progress	1.	Hold Grant Committee meetings and adjust	7/21/2014	8/31/2016
		2.	Monitor lesson plans for quality and adjust	7/21/2014	8/31/2016
		3.	Conduct benchmark testing and adjust	7/21/2014	8/31/2016
		4.	Conduct random checks for downloads/content	7/21/2014	8/31/2016
		5.	Utilize online curriculum and resources	7/21/2014	8/31/2016
5.	Check in Equipment and prepare for upcoming school year.	1.	Students turn in laptops	5/26/2014	5/23/2016
		2.	Inventory laptops and document repairs/damage	10/3/2014	8/31/2016
		3.	Re-image laptops	10/3/2014	8/31/2016
		4.	Replace and repair as needed	10/3/2014	8/31/2016
		5.	Secure equipment	10/3/2014	8/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 182-902	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presently, Graford ISD utilizes Site Based Decision Teams to monitor the attainment of goals and objectives. If awarded this grant, the grant coordinator would immediately set up a Technology Lending Committee composed of himself, students, teachers (including the math and social studies department heads), librarian, Technology Director, Counselor/Testing Coordinator and parents so that Graford ISD staff can monitor this project on an ongoing basis. The Grant Coordinator will be committed to utilizing feedback received for continuous improvement. Since we are a small district, feedback to the grant coordinator from both campuses can be readily obtained. This new committee would meet on a bi-weekly basis for the first 60 days of the grant period and then monthly after that time frame. This committee will devote time during each meeting to discuss how the new technology is being implemented in an effort to meet grant objectives. The grant coordinator will discuss during monthly faculty meetings the committee findings and recommendations as well as changes that will be implemented.

Since our goals include seeing a continuous improvement in our math and social studies test scores, benchmark tests will serve as a monitoring indicator. Upon completion of benchmark tests, the math as well and the social studies department heads will distribute these results with the Technology Lending Committee. They will bring to the table any modifications/adjustments that need to be made so that students are utilizing all components of the supplemental math instructional materials and online supplemental social studies resources

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Graford ISD has 150 Kindle Fires that are utilized by our students in grades 7 - 12 to supplement instruction. These devices are checked out through the Technology Department. Students use the Kindle Fires on a daily basis for class assignments during the school day as well as homework. Students that do not have internet access at home are given paper copies or checkout textbooks from the teacher. Grades 3 – 6 will be given Kindle Fires at the beginning of the upcoming school year.

Every program must monitor and adjust. While the Kindle Fires were the best and most affordable device available when we began our program in 2012 – 2013, we soon realized that grades 9 – 12 needed a device that was better suited to their projects. Research papers, PowerPoints, and apps that require Flash Player were difficult to complete. After considering feedback from students, parents, and staff, Graford ISD decided that the Kindle Fires were more suited to grades 3 – 8 and grades 9 – 12 would benefit more from the use of a laptop. Issuing grades 9 – 12 laptops will not only assist these students with producing quality projects but prepare them for their future in a either college or the workforce.

When Graford ISD decided to launch a one-to-one initiative during the 2012 – 2013 school year they began by formulating a plan that could be implemented in stages. Stage 1 included planning the lending program and issuing Kindle Fires to grades 9-12. In Stage 2 we looked closely at what worked and what needed to be changed, adjusted where needed, and issued Kindle Fires to grades 7-8. Stage 3 originally included issuing Kindle Fires to grades 3-6. Upon reflection Graford ISD has made the choice to provide grades 9-12 with a laptop.

Implementing our Digital Initiative in stages has allowed for reflection and adjustment throughout the program therefore maximizing the commitment of all program participates. Students and teachers feel comfortable with this process because they are able to give needed feedback, whether negative or positive, and changes made accordingly.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 182902	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	STAAR Math Results	1.	STAAR testing results meet or exceed State average for math
		2.	Increased # of students receiving commended performance on STAAR
		3.	Increased progress as measured on benchmark testing
2.	Number of students completing required coursework for Spanish distance learning class	1.	Increased # of PowerPoints and word processed projects submitted
		2.	Number of students graduating meeting HB5 requirements
		3.	Increased final semester grade average for students enrolled in Spanish
3.	STAAR Social Studies Results	1.	STAAR testing results meet or exceed State average for social studies
		2.	Increased # of students receiving commended performance on STAAR
		3.	Increased progress as measured on benchmark testing
4.	Number of project-based learning activities which utilize technology	1.	Percentage of economically disadvantaged students checking out hot spots
		2.	Increased number of student assignments submitted electronically
		3.	Increase in the number of technology-based lesson plans submitted
5.	PDAS evaluation by principals on teachers integrating technology in their classroom	1.	Increase in the use of technology in the classroom
		2.	Decreased number of staff denied credit on technology indicator in PDAS
		3.	Increased number of teachers attending technology training sessions

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Key to our formative evaluation process is benchmark testing. These results will be utilized to assess instructional changes that need to occur in the classroom. Positive results will be used as an indicator of successful practices that were implemented that have made a difference in student achievement. Negative results will be used to make modifications and adjustments in the teaching process which also might include additional staff development for our teachers. Also key in this formative evaluation process is evaluating the number of project-based activities which utilize technology that the teachers have implemented in their classrooms since grant funds were received. Administrator walk-throughs, lesson plans turned in by the teachers, and log books that document the checkout of the hot spots will serve as documentation and can be used to make modifications and adjustments with teaching staff. If walk-throughs by the Principal or submission of lesson plans indicate that the teacher is rarely utilizing online technology resources to supplement and enhance their instruction, additional staff development shall be provided. If technology utilization in the classroom does not increase after training, corrective action will be taken.

Graford ISD will rely heavily on their technology committee to help identify problems with project delivery. Since these meetings will be held in an informal environment, staff will be given the opportunity to provide input so that corrective action can be taken throughout the project. This team will meet every two weeks during the first 60 days of the grant period followed by monthly meetings to discuss academic and program policies. Strategies will be put in place that accommodate flexible implementation and will include time for collaboration, adjustments and feedback during the project.

Key to our summative evaluation are several key components including math and social studies scores as assessed by the STAAR exams. This data will be obtained from our Testing Coordinator. With the grant cycle encompassing two academic years, this data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators at Graford ISD can make informed decisions and change instructional strategies to those that will positively affect student achievement outcomes as measured on these exams.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 182902	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presently, Graford ISD has 150 Kindle Fires for student use. These Kindle Fires have been checked out for use by our students while on campus and at home. The decision to purchase Kindle Fires was mainly driven by the affordability of the devices and the ability of student use if home internet service was not an option. Graford ISD will be expanding the present lending program to include grades 3-6 in the 2014-2015 school year. For the technology lending program proposed in this grant to be successful, Graford ISD's staff members targeted the following steps and will follow these steps as we implement this program:

1. <u>Develop bid specifications, evaluate/award bid and purchase technology.</u> This step will assure that Graford ISD is utilizing grant funds to their fullest potential.

2. <u>Implement and train.</u> Once the newly acquired technology is in place, it will be placed in the hands of our students. Our grant objectives will then be implemented. Knowing that we will have some instructional staff members that will struggle with truly transforming their classroom to a technology-rich environment, we have dedicated local funds to assist these staff members with training.

3. <u>Maintain technology and continue learning.</u> In the last step, Graford ISD will increase awareness of the technology vision in our district, will support employees in their use of technology, will maintain technology equipment utilized and will evaluate success and opportunities for improvement.

With a well-developed plan in place, instructional staff members who are prepared for implementation, and sufficient bandwidth and wireless access points in place, we will utilize grant funds to purchase hardware to enhance its existing technology lending program so that students in grades 9-12 can take home a laptop and the present program using Kindle Fires can be expanded into grades 3-6. If grant funds are awarded, we will purchase enough laptops to put a device in the hands of every student in grades 3-12 – enhancing the technology integration plan that Graford ISD has started. Local funds will be used for purchasing software and instructional materials so that students will be provided the opportunity to acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information.

Graford ISD administration understands that it will be teachers who determine the success or failure of this technology lending program. They are the people who connect technology with curricular practice in a way that will enhance student achievement. In every class, teachers must contend with a variety of learners such as the fast-paced learner, the less-motivated learner, and the students with learning difficulties. With computers in the classroom, teachers have access to tools that can provide learning experiences relevant to each of these unique learners. These grant funds will enhance our existing technology lending program and will allow our instructional staff members to meet the needs of every student in their classroom.

Even though Graford ISD is a small, rural school district, we understand that we must develop and implement a technology lending program that equips our students with the tools necessary to engage in technology-based projects, to complete Performance Acknowledgements, and to obtain a higher rating as assessed by the accountability system. Our goal is for our students to learn the analysis and problem-solving skills so they can compete with their peers in larger, richer districts. In a report for the foundation Cable in the Classroom, James Marshall found that educational technology "complements what a great teacher does naturally. With ever-expanding content and technology choices, from video to multimedia to the Internet, there's an unprecedented need to understand the recipe for success, which involves the learner, the teacher, the content, and the environment in which technology is used." With our well-developed plan in place, Graford ISD can help provide this recipe for success.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 182902	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technological tools available to students of today make the task of learning easier and allow for the creation of products that would once have been impossible. By integrating technology into their classroom, Graford ISD teachers can allow their students to reap the benefits that these technology tools offer and prepare our students to use technology in the real world. The key for our district is to utilize several funding sources toward a technology-rich environment for our students which aligns directly with our district's mission: Providing a quality education to meet the varied needs of a diverse student population so that every learner shall have the opportunity to be challenged, successful, and prepared for a future as a responsible and productive citizen.

As more online supplemental resources, including those that we purchased with Instructional Materials Allotment (IMA) dollars that accompany the upcoming math and science adoptions, are implemented into our classrooms in 2014, district administration saw the immediate need to increase the bandwidth coming into Graford ISD. E-Rate funding paired with local funds will allow us to increase our bandwidth starting in July from 30Mbps to 40Mbps.

Graford ISD utilized both IMA and local funds to purchase 150 Kindle Fires, chargers and covers. IMA and local funds were also utilized to purchase eBooks and any apps that have been required by the Spanish instructors.

Local funds are used to pay for our Technology Director. Graford ISD employees a full-time Technology Director who oversees our present lending program, provides troubleshooting and repair services, and maintains the district network. Graford ISD also uses local funds to ensure that the Technology Director and staff receive any and all training that is needed.

Funds from a previous grant were also used to purchase projectors and Mimio Interactive Whiteboards for every classroom. Graford ISD uses local funds to replace and repair these devices as needed. These grant funds also provided the monies for professional development to ensure that district staff were able to integrated these devices into their curriculum.

IMA funds were utilized to purchase all of the math and science instructional materials that will be utilized in our classrooms in the fall of 2014. These materials were chosen by our teachers because of the outstanding online supplemental materials which can be utilized by our students, several of which can be used after hours for additional assistance if we are awarded this grant and the students have a device to utilize (as well as Internet access) from their homes.

Graford Elementary is a Title I campus. These funds are used to purchase programs, such as Reading Renaissance, that enhance student learning and provide immediate feedback to teachers and students. Title II funds as well as local funds are used for staff development.

Graford ISD's administration and instructional staff members know that technology can change the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. By utilizing several sources for funding, our district can continue to provide a progressive technology plan for our school and student population in an effort to meet our district's mission. If awarded the Technology Lending Program Grant, our existing technology program would greatly benefit and our students would be given numerous learning opportunities. Lastly, our Superintendent is committed to utilizing local funds in the future to sustain our long-term technology goals.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 182902	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This lending program grant aligns directly with **Graford ISD's mission**: Graford ISD in partnership with its stakeholders will foster the development of well-rounded students with critical, analytical minds that will prepare each student to be a creative problem-solver, a contributing citizen and a community leader of tomorrow. Research has shown that, when integrated into curriculum-based student-centered classroom activities, technology tools can promote the development of such 21st century skills as communication, collaboration, and analytical thinking. If awarded this grant, Graford ISD would not only be providing our students with 21st century skills but will also be preparing our graduates to apply knowledge and skills through the use of various forms of technology in order to be successful in higher education and the workplace.

    Key to success of several of our grant objectives is increasing test scores as assessed by the STAAR tests. Grant funds would allow Graford ISD to make advanced progress in Goal 1 from our Campus Improvement Plan with the following identified objective and action:

Goal: Focus on student success - By 2014-2015, all students will reach high standards, at a minimum attaining proficiency or better in core subject areas.

Objective: Increase passing rate to 100% for all students on standardized assessments; improve commended scores by 10% and close the gap in achievement for our subpopulations.

Action: Implement and maintain technology in the classroom and in instruction.

    Graford ISD staff members understand that this grant will result in increased technology utilization which increases opportunities for individualized learning which then results in student success.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 182902	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

21st Century Learning requires school districts to meet the current requirements of standardized tests while also striving to achieve the 4Cs: communication, collaboration, creativity, and critical thinking. The skills needed for success in college and career are becoming increasingly complex, and Graford ISD must rise to meet these demands. Technology is a key driver towards instruction that impacts student learning outcomes, both on standardized assessments and for 21st Century Learning skills. Students must have regular opportunities to engage in the 4Cs. In addition, they must have access to the instant feedback enabled by digital assessment and customized assistive technology. Knowing that the learning experiences afforded to students at Graford ISD are the first step towards the cultivation of 21st Century Learning and the improvement of scores on standardized tests, we quickly realized that we must target students at a young age for change to occur.

We based prioritization for this grant first on the students with the highest academic need. Since math and social studies are the weakest core curriculum areas for students at Graford ISD, we are targeting our students starting in grade 3 – the first grade that our students are STAAR tested. Another area which surfaced during the needs assessment process was the inability of our high school students who are taking Spanish via distance learning to complete required assignments due to the lack of technology. Therefore, both campuses (elementary and secondary) are targeted in this grant. If grant funds are received, students in grades 3-12 would benefit greatly.

If awarded these grant funds, Graford ISD will utilize their existing Kindles plus the devices requested in this grant to truly provide a 1:1 student to handheld device for all students in grades 3-12. These devices will be checked out to the students utilizing our current library automation system which will allow us to also conduct inventory control checks. With a device in the hands of every student in these grades, Graford ISD is assured that even the students with the greatest needs are afforded the same learning opportunities as their counterparts. The online supplemental resources available to our students that struggle academically can be utilized to increase test scores. For the students with disabilities that do not have their own device, this grant would allow us to provide them one just like their peers. With functions such as text to speech and online supplemental math materials, these students will benefit greatly. The ability to annotate over the math text, including the highlighting of text, will significantly assist our special needs students who have difficulty picking out key points.

To ensure equitable access at the home, we have included in this grant the purchase of wireless hot spots. These hot spots would allow anytime/anywhere Internet access for the students. We will allow our students to check out these hot spots, only after Graford ISD has received parental permission as indicated on the Technology Lending Program Agreement and after the student has successfully completed the Digital Citizenship module. We will utilize our existing library automation system for inventory control as well as for check out of these hot spots. To insure that the students who have the greatest need receive these devices, Graford ISD will issue "Technology Use Cards" similar to a library card to all students in grades 5-12 and have a special code on these Technology Use Cards for students identified as economically disadvantaged. The librarian will check these cards before distributing the hot spots, assuring that students with the greatest need have Internet access.

Graford ISD administrators and staff understand that if technology is deployed equitably in education, it can help remove inequities between rural and suburban schools. Even though Graford ISD is a rural, remote school, with these grant funds, we will have the opportunity to offer our students the same learning opportunities as their counterparts in large, urban schools. Technology requested in this grant can become the force that equalizes the educational opportunities of Graford ISD children regardless of location and economic circumstance, giving our students the opportunity to learn the 4Cs: communication, collaboration, creativity, and critical thinking, which are key skills are students need to meet traditional academic standards and to be prepared to tackle the demands of a modern world and workforce.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 182902	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following instructional strategies have been implemented to a certain degree in our classrooms but due to the limited number of personal computing devices, the efforts by our teaching staff to implement these strategies has been limited. However, if awarded this grant, Graford ISD will ensure that the funds received for this lending program are aligned with our current curriculum, instruction, and classroom management policies and/or practices so that the following instructional strategies can now be fully implemented:

Flipped Classroom: Flipped classroom is a form of blended learning in which students learn new content online by watching video lectures, usually at home, and what used to be homework (assigned problems) is now done in class with teachers offering more personalized guidance and interaction with students, instead of lecturing. Typically, the students at Graford ISD have access to a teacher 45 minutes per day. That means the student has access to that teacher 5% of their waking day, and even that time is shared with classmates. With grant funds, our students will have access to the Internet 100% of the time, making the flipped classroom a reality at Graford ISD.

Collaboration: A vital skill in today's workforce is the ability to work collaboratively on projects with others who may not be physically close. The instructional staff members at Graford ISD have incorporated several collaborative instructional activities. However, these grant funds would truly allow our students to work together with others who are remotely located. For example, rather than laboring alone on assignments, students can work in small groups wherever they happen to be and at any time. They can utilize web resources for on-demand collaboration needs which will result in better understanding of concepts by our students and more project-based group tasks completed.

Individualized Instruction: Students all have different learning styles, and we understand that students learn at different paces. Technology can permit our students to break from the class and go at a pace and order that suits that student better. Without disrupting the class, they can repeat difficult lessons and explore what they find interesting. With time, it will become more like having a private tutor rather than being lost in a large class. However, without 1:1, this concept has been difficult to implement. Our students have dedicated after-school time for individualized instruction from the teacher. With a technology device in their hands, this can take place at a time that is convenient for that student.

Interactive Classrooms: Interactive simulations and illustrations can produce a much greater depth of understanding of a concept. For example, when virtual manipulatives are used in a classroom setting, our students have a visual representation of the concept presented. In addition, our teachers can conduct onscreen investigations and demonstrate concepts far more easily than with just words. Teachers have tried to make their classrooms interactive but with limited resources, this has been difficult for them to do. If grant funds are received, the students at Graford ISD can reinforce ideas by experimenting with the simulations themselves or by utilizing virtual manipulatives, any time, any where.

Graford ISD's administration has spent an extensive amount of time developing classroom management policies and acceptable use practices and have outlined these in the district's Acceptable Use Policy. These policies will be reviewed with the students the first week of school.

Graford ISD's Teacher Handbook addresses in Policy DH, personal use of electronic media and use of electronic media with students. As more devices are implemented and utilized by our students, these policies will be reviewed and reinforced. Staff development time in August will be devoted to covering these documents with our teachers before any devices are issued.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 182902	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Graford ISD's staff understand that when technology is integrated into the curriculum, it revolutionizes the learning process. Technology utilization in the classroom can increase student engagement and can improve classroom practices. According to the U.S. Department of Education, students who use technology in their classes have better attendance rates and lower dropout rates than their peers who do not use technology in school. Therefore, Graford ISD has worked diligently to integrate electronic instructional materials in our foundation curriculum areas. In surveying our teachers, please find below some of the electronic instructional materials they are presently utilizing.

PK – 2nd
Reading: Reading Eggs, Reading Renaissance, Learning Ally, TeachingBooks.com
Reading and Math: Study Island. ABCya and StarFall
Science/Social Studies: BrainPOPjr, Discovery Education, Worldandlkids.com
For all Subjects: Scholastic, YouTube, PBS kids, Virtual Field Trips provided through ESC XI

3rd – 6th
English/Language Arts: Reading Express, Reading Renaissance, ESL Readsmart, TeachingBooks.com, StudyIsland
Math: Study Island, Math Facts In A Flash,
Science/Social Studies: BrainPOP, Discovery Education, Worldandlkids.com, StudyIsland
For all Subjects: Scholastic, YouTube, PBS kids, Virtual Field Trips provided through ESC XI

7th and 8th
Math: Virtual Manipulations, Ixl.com, Online Calculators, McGraw-Hill Online Textbook
English/Language Arts: Purdue Owl, eBooks, Prezie, Teachertube.com
Social Studies: StrataLogica, CIA World Fact Book, WorldandlSchool.com Youtube.com
Science: Pearson, Tpwd.com, YouTube, Discovery Learning

9th - 12th
Math: Virtual Manipulations, Ixl.com, Online Calculators, McGraw-Hill Online Textbook
English/Language Arts: Purdue Owl, eBooks, Prezie, Teachertube.com, BBC News Glenco-McGraw-Hill Online
Social Studies: StrataLogica, CIA World Fact Book, WorldandlSchool.com Youtube.com
Science: Pearson, Tpwd.com, YouTube, Discovery Learning
Spanish: Edmodo, Google Docs, Moodle, joionme.com, SocrativeStudent, voki.com

Following the state's textbook adoption cycle, Graford ISD has new instructional materials for Science K-12, Math K-8 and Technology Applications that will be utilized starting in August of 2014. As part of the selection criteria, committees looked at the quality, quantity and the amount of support materials for struggling students that the supplemental materials associated with each publisher had to offer. Knowing that the majority of these electronic instructional materials can be used for one-on-one instruction with our students, Graford ISD is in desperate need of these grant funds to provide our students with the devices to utilize these materials to their fullest extent.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 182902	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Graford ISD's science and math teachers will be receiving training for the online supplemental materials that accompanied the current adoption that will be implemented in our classrooms starting in August, 2014. These online supplemental materials have endless digital possibilities that stimulate the ability of students to be involved in projects that exercise higher order thinking and problem solving skills.

Graford ISD's staff recognizes that bringing technology tools into the classroom does not necessarily mean that teachers have the knowledge and skill level to leverage them to develop the skills the students need to succeed in college or the work force. The staff further understands that meaningful change comes from long-term professional development in which newly acquired skills are learned, practiced and then refined. Graford ISD will be devoting several days during August staff development to focus on how to utilize a laptop in the instructional setting. Additionally, for the past several months our staff meetings have focused the majority of the time for staff members to share with their colleagues successful technology integration ideas and practices that have worked well. This practice continues because Graford IS's staff understands that technology mentoring and/or follow-up training is necessary to help trained teachers to digest and implement what they obtained from the initial technology training.

If awarded this grant, high school and elementary principals will receive additional training on how to look at the browsing history and illegal downloads and how to report inappropriate/illegal activity. Our Technology Director will attend additional training sessions on content filtering which can be utilized on the laptops that the students will be taking home. Local funds will be utilized to pay for these training sessions as well as any other requested technology integration trainings requested by our teaching staff.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Graford ISD's Technology Plan includes implementing a one-to-one student to digital device ratio. This plan was implemented during the 2012-2013 school year by issuing all 9th – 12th grades a Kindle Fire for classroom and home use. 7th – 8Th grades were issued Kindle Fires during the 2013 – 2014 school year. 3rd – 6th will be issued Kindle Fires during the upcoming 2014 – 2015 year.

Graford ISD continually monitors and adjusts not only our infrastructure but also makes adjustments to our providers of programs and internet access. In the summer of 2012 Graford ISD changed service providers from SkyBeam to NextLink. Making this change enable our district to receive more bandwidth for a lower price. Since NextLink is a local company, access to technological support has increased greatly.

The wiring infrastructure at Graford ISD is cat5e with copper connecting each building. Our switches and border router are functioning well and will be replaced on an as needed basis. There are 13 wireless access points throughout the district. We will be installing 6 more access points in July, 2014, to further expand our present system. When we installed these wireless access points for anytime/anywhere access for our students, we made certain this Internet traffic routed through our content filter. Purchasing upgrades to these access points as they age is part of our technology plan as well.

Graford ISD has four servers; 2 domain controllers, 1 of which also serves as DHCP, the other is a file server and a dedicated server for security cameras. The infrastructure utilized by staff and students consists of an elementary lab with 28 computers, a junior high/high school lab with 24 computers, and an additional 15 computers in the library. Elementary classrooms each have at least 2 computers for student use.

Our existing library automation system will be utilized for inventory control and for the checking in and out of devices. Usage reports that can be pulled so modifications and adjustments can be made as needed.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 182-902	Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

  If awarded this grant, Graford ISD would implement a multi-step process before providing internet access to our students' homes as outlined below.

Lending of Equipment
1. Separate meetings will be held for 3rd – 6th, 7th – 8th, 9th – 10th, and 11th-12th grades where the Technology Director and Campus Principals would outline appropriate laptop/Kindle Fire usage, the proper care of each device, consequences of inappropriate technology use, and the cost of repairs. Students and parents will also be made aware of eligibly guidelines for checking out a hot spot, proper care, and troubleshooting.
2. Students and parents sign the Graford ISD Technology Lending Agreement.
3. Student will be issued the appropriate digital device (laptops for grades 9 – 12 and Kindle Fires for grades 3 – 6). The device will be checked out and monitored with the automated library system.
4. Students that do not have internet access at home can also check out a hot spot. These hot spots will enable students to receive internet access at home as well as other places off campus. These hot spots will be checked in and out as needed.

Acknowledging that this initiative opens the door to inappropriate use of this technology, Graford ISD will utilize our existing content filter, CipaFilter. CipaFilter recently upgraded their product to include a captive portal system. When Captive Portal is enabled, unauthorized users attempting to access the Internet are directed to a page where they must view the Graford ISD's usage policy and/or log in with a user name and password. This gives us the ability to retain filtering and logging of traffic for devices off premises in an ad-hoc manner or as part of bring-your-own-technology programs in a way that is simple, easy to manage and completely customizable.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers who perceive that the quality of technology is high are more likely to try new lessons or activities with technology. As school districts add more and more technology to their curriculum it is imperative that students and teacher have access to quality support.

Graford ISD has a full-time Technology Director/Technician on staff. Due to our size and budget constraints she is the only employee in this department. She earned her Master's of Science - Information Systems after teaching in the classroom for 22 years. Her time spent in the classroom gives her a unique insight to the day-to-day operations of the classrooms and first-hand knowledge of what teachers need to make technology successful. Our Technology Director also lives in the community which enables her to provide immediate support after hours when needed.

The Technology Department is assigned one or more student aides each semester. Students in the 12th grade are eligible to assist wherever they are needed. Our Technology Director trains in basic repair, installing and updating software, troubleshooting student devices. With this extra help, the Technology Department is able to perform most repairs, such as replacing broken Kindle screens, onsite saving the district both time and money.

The district also receives support from Education Service Center Region 11 on an as-needed basis. ESC 11 provides both technical support as well as professional development needed for implementing technology seamlessly into our curriculum.

Local funds are available for any outside assistance that needs to be contracted.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 182902	Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Graford ISD will utilize Destiny Asset Management, a component of their automated library system. Loan policies will be established to insure access to those students that have the greatest need. Policies will be established to define loan periods and which device and/or hot spot each student is allowed to checkout. Student accounts will be connected to their current library account

The Technology Director and Librarian will coordinate the distribution and monitoring of the devices. They will also distribute and collect the student and parent Technology Lending Agreement Form. The Librarian will check the laptops, Kindle Fires, and hot spots in and out. She will distribute hot spots to economically disadvantaged students first – those that have been identified in the system through Graford ISD's Technology Loan policy.

Any damage or misuse of the equipment will be reported to the office. The Technology Director will make the necessary repairs, Damages caused by misuse will be reported to and handled by the campus Principals. The misuse policy will be published in our student handbook and posted on our web-site for full disclosure to our students and parents.

If awarded this grant, teachers will not have to compete for computer usage due to the one-to-one ratio and scheduling. The devices will also be insured for loss and be equipped with an internal tracking device. At the end of each year the devices will be inventoried and cleaned as well as reimaged by the Technology Director.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Local policy mandates all equipment purchases over $500 are inventoried, barcoded and added to the insurance policy. The Technology Director is responsible for maintaining and updating the district's technology equipment inventory. Once devices are added to the district inventory list, they are given to the Technology Director and Liberian who are responsible for barcoding and adding this to the Follett Library Automation System. On a quarterly basis, our Business Manager reviews insurance policies to assure that sufficient insurance coverage exists for district owned facilities and inventory.

At the end of each school year, each device will be checked in utilizing the Follett Library System. Damages will be noted and the equipment will be repaired or replaced. Once checked in, these devices will be stored and secured in the Technology Director's office Our Technology Director will be responsible for reimaging these devices during the summer before the checkout process begins again in August.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Graford ISD's Internet service provider has on staff the former Director of Technology for Region 9 Education Service Center. In her previous position, she assisted the schools in her region who received the previous Technology Lending Program Grant with the revamping of their Acceptable/Responsible Use Policy as well as developing a Technology Lending Agreement. She has offered to share these already developed documents with us with the understanding that we can modify/edit as needed.

If awarded this grant, Graford ISD would implement a multi-step process when providing internet access to our students' homes. The first step would be to have our students with one of their parents attend an appropriate technology usage program where the school would outline the appropriate computer usage, responsible use of the district's digital resources and the Internet, and proper care. After this step the students and their parents would be required to sign this newly developed and adopted Technology Lending Agreement. This agreement is a binding contract that outlines the expectations and rules for the laptop/Kindle Fire to be taken off campus. This agreement states the purpose of the use, proper usage and consequences, return dates, late fees, liability for loss or damages and school policies. After this paperwork is signed and on file, the student is eligible to check out an laptop/Kindle Fire. When laptop/Kindle Fire are received by the district, content filtering software will be installed on every device.

Currently, 9th grade students at Graford ISD are enrolled in a technology applications class in which Digital Citizenship is taught. If awarded this grant, all students will be taught this component of the Technology Application TEKS prior to the ending of the first six weeks of school and before they are allowed to check out an laptop/Kindle Fire.

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